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## ABSTRACT

To assess the effect of the efforts to encourage the selection of nontraditional occupations, Vetter examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, the number and percentage of female students had increased. The growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although increases were documented in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement. The traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Despite the advances in nontraditional enrollments, women and men who enroll in nontraditional programs faced a number of problems, including sex bias and stereotyping; harassment; lack of support by family, school personnel, and peers; lack of guidance programs; lack of role models; and job placement. (Twenty-seven print resources provide more information about nontraditional occupations and vocational education. Groups and organizations that support entry into nontraditional occupations are listed.) (YLB)

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## NONTRADITIONAL OCCUPATIONS: A STATUS REPORT

In the 1970s and 1980s, efforts have been made to encourage men and women to choose occupations nontraditional for their sex. For example, the Perkins Act and the Final Regulations for the Act prescribe that 3.5 percent of the funds reserved under the Vocational Education Opportunities Program be designated for individuals who are participants in programs designed to eliminate sex bias and stereotyping in vocational education (Section 401.92), often referred to as the sex equity program. Have such efforts resulted in individuals crossing traditional gender lines in making career choices? In choosing nontraditional programs, do men and women continue to face problems?

In order to assess the effect of the efforts to encourage the selection of nontraditional occupations, Vetter (forthcoming) examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, both the number and percentage of female students had increased. However, within these categories, the growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although there were some increases in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement programs.

On the other hand, the traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Within office occupations, women have made noteworthy advances in the area of supervisory and administrative management, where they now account for over half the students enrolled in this program, as compared to one quarter in 1971. Vetter suggested that the enrollment changes within home economics and office occupations are probably attributable to the efforts to recruit nontraditional students.

Although advances have been made in nontraditional enrollments, women and men who enroll in nontraditional programs face a number of problems. These include sex bias and stereotyping; harassment; lack of support by family, school personnel, and peers; lack of guidance programs; lack of role models; and job placement. If there is to be continuing progress in the area of nontraditional enrollments within vocational education, these deterrents need to be addressed.

More information about nontraditional occupations and vocational education can be obtained by consulting the resources below. In addition to print resources, groups and organizations that support entry into nontraditional occupations are listed.

## Print Resources

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- Culver, Steven M., and Burge, Penny L. "Expected Occupational Prestige of Students in Vocational Programs Nontraditional for Their Sex." *Journal of Studies in Technical Careers* 7, no. 4 (Fall 1985a): 231-240. (ERIC No. EJ 338 489).
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- Dillon, Linda S. "Attitudes toward Sexual Discrimination and Nontraditional Roles." *Journal of Vocational and Technical Education* 3, no. 1 (Fall 1986): 3-12. (ERIC No. EJ 344 783).
- Ellis, Michael O. *Indiana Guide to Sex Equity in Vocational Education*. Bloomington: Vocational Education Services, Indiana University, 1986. (ERIC No. ED 276 864).
- Far West Laboratory for Educational Research and Development. *Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations. A Manual of Strategies*. San Francisco: Far West Lab, 1983. (ERIC No. ED 263 465).
- Fitzgerald, Louise F., and Cherpas, Catherine C. "On the Reciprocal Relationship between Gender and Occupation: Rethinking the Assumptions Concerning Masculine Career Development." *Journal of Vocational Behavior* 27, no. 1 (August 1985): 109-122. (ERIC No. EJ 323 313).
- Harlan, Carolyn L., and Jansen, Mary A. "The Psychological and Physical Well-Being of Women in Sex-Stereotyped Occupations." *Journal of Employment Counseling* 24, no. 1 (March 1987): 31-39. (ERIC No. EJ 353 496).
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Hollenback, Kathryn. *Education and Employment. A Handbook to Promote Sex Equity*. Pueblo, CO: Pueblo Community College, 1985. (ERIC No. ED 265 385).

Kohler, Judith. *NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women*. Chicago, IL: Women Employed Institute, 1987. (ERIC No. ED 291 899).

Lillydahl, Jane H. "Women and Traditionally Male Blue-Collar Jobs." *Work and Occupations* 13, no. 3 (August 1986): 303-323. (ERIC No. EJ 339 690).

Loukellis, Irene P. "The Relationship between Mother's Occupation and Daughter's Career Interests and Sex-Role Orientation." Ph.D. diss., Indiana State University, 1987.

Martin, Joan. *Partners in Work. Creative Nontraditional Coloring Book for Children in Child Care Programs*. Bowling Green: Center for Career and Vocational Teacher Education, Western Kentucky University, 1986. (ERIC No. ED 279 903).

National Coalition for Women and Girls in Education. *Working toward Equity: A Report on Implementation of the Sex Equity Provisions of the Carl D. Perkins Vocational Education Act*. Washington, DC: Vocational Education Task Force, NCWGE, 1988.

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Shank, Susan E. "Women and the Labor Market: The Link Grows Stronger." *Monthly Labor Review* 111, no. 3 (March 1988): 3-8. (ERIC No. EJ 368 414).

Sproles, Elizabeth Kendall. "Perceptions by Nontraditional and Traditional Agricultural Students toward Their High School Preparation and Work Barriers." *Journal of the American Association of Teacher Educators in Agriculture* 28, no. 2 (Summer 1987): 18-24. (ERIC No. EJ 353 435).

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Waite, Linda J., and Berryman, Sue E. *Women in Non-traditional Occupations: Choice and Turnover*. Santa Monica, CA: Rand Corporation, March 1985. (ERIC No. ED 266 268).

Wider Opportunities for Women. *Equity in the Midwest: A Report on the Implementation of Sex Equity in Vocational Education in Illinois, Indiana, and Wisconsin*. Washington, DC: WOW, 1988.

Women in the Nontraditional Workforce. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session. *Examining Problems Facing Women Who Seek Jobs in Fields Traditionally Dominated by Men, Particularly in Construction and High Technology Areas* (November 17, 1987). Washington, DC: Senate Committee on Labor and Human Resources, Congress of the U.S., 1988. (ERIC No. ED 295 012).

Women's Bureau. *The Coal Employment Project--How Women Can Make Breakthroughs into Nontraditional Industries*. Washington, DC: Women's Bureau, U.S. Department of Labor, 1985. (ERIC No. ED 271 601).

Wysong, H. Eugene. *Breaking the Chain of Stereotyping. Building Student Awareness of the Effects of Sex-Role Stereotyping (Grades 7-12)*. Columbus: Division of Vocational and Career Education, Ohio Department of Education, 1986. (ERIC No. ED 275 886).

### Resource Organizations

Catalyst Resource on the Work Force and Women, 250 Park Avenue S, New York, NY 10003 (212/777-8900).

Coalition of Labor Union Women, Center for Education and Research, 2000 P Street, NW, Washington, DC 20036 (202/296-3408).

Equal Rights Advocates for Women, 1370 Mission Street, 4th Floor, San Francisco, CA 94103 (415/621-0505).

National Coalition for Women and Girls in Education, c/o Displaced Homemakers Network, 1141 K Street, NW, Suite 930, Washington, DC 20005 (202/682-0940).

Project on Equal Education Rights, 1333 H Street, NW, 11th Floor, Washington, DC 20005 (202/682-0940).

Tradeswomen, Inc., P.O. Box 40664, San Francisco, CA 94140 (415/821-7334).

Wider Opportunities for Women, 1325 G Street, NW, Washington, DC 20005 (202/737-5764).

Women Employed Institute, 5 South Wabash, Suite 415, Chicago, IL 60603 (312/782-3902).

Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210 (202/523-6611).

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